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ABSTRACT

This junior high teaching unit on communications and media careers is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of the variety of work which is a part of the cluster of communications and media careers. (Five other units in the series deal with media and communications careers in specific areas. For these and junior high units in other career clusters, see CE 025 738-765.) (LRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

This unit has been especially written for Kern County by:

Janet S. Wells
Career Guidance Resource Teacher
Guidance Services
Superintendent of Schools

JUL 2 1 1980

COMMUNICATIONS AND MEDIA CAREERS

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COMMUNICATIONS AND MEDIA CAREERS

RATIONALE

In modern society, reasons for communicating and methods of communicating can be complex and varied. Students should be able to explore the communication processes of sending information, persuading people and entertaining. This collection of activity ideas, worksheets and information sheets, should aid the junior high school teacher in providing experiences to help students become more aware of the variety of work which is a part of the cluster of Communication and Media careers.

GOALS

Through this unit, students will:

- -Appreciate the variety of ways in which communication takes place.
- -Recognize communication processes at work in their community.
- -Become aware of the large variety of communication and media occupations.
- -Learn how communications and media occupations can be categorized.
- -Become aware of the education, training and other requirements necessary for some communication and media occupations.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

- -Identify at least five ways to communicate ideas and information.
- -Name at least eight communication occupations.
- -Name at least 3 of the main categories of work done in the communications and media cluster, and at least one job in each category.
- -Identify at least one communications and media career that seems interesting to them.
- -Fill in the following information for at least one job in the communications and media cluster:

  What kind of work is done?

  What education and/or training is needed?

  What skills and abilities are needed?

  Are any special interests or other requirements necessary?

COMMUNICATIONS & MEDIA

PRE-POST TEST

1. For each method of communication listed below, write one job that goes with it. If the term is <u>not</u> a method of communication, draw a line through it.

letters _____	movies _____
freight hauling _____	signs _____
radio _____	assemblyline _____
newspapers _____	books _____
dentistry _____	telephone _____
radiology _____	T.V. _____

2. Which occupation in the communication and media cluster seems <u>most</u> <u>interesting to you</u>?

_____

3. List three major headings for the work done in the communications and media cluster and one occupation for each heading.

<u>Major Heading</u>	<u>Job</u>
_____	_____
_____	_____
_____	_____

4. Fill in the following information for one job in the communications and media cluster:

Occupation Title _____

What kind of work is done? _____

_____

What education and/or training is needed? _____

_____

What skills and abilities are needed? _____

_____

Are any special interests needed? _____

Are there any other requirements? _____

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL RESOURCES

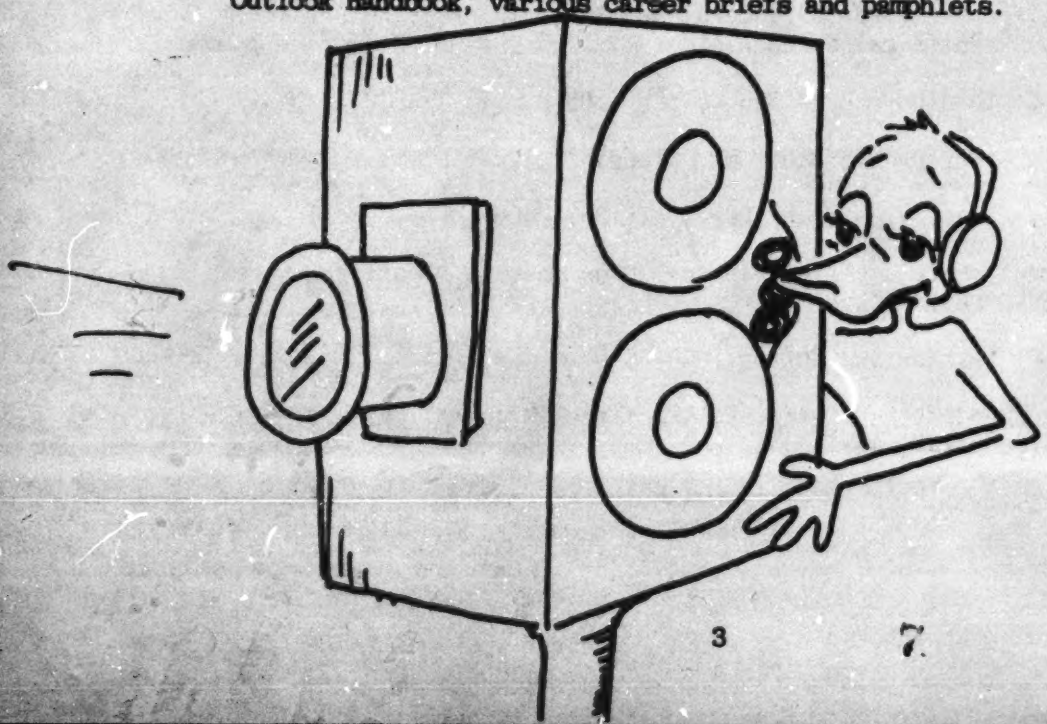
In addition to the included worksheets and information sheets, the following resources will be helpful:

-Library books about communications, the media and the graphic arts.

-King comics: "Popeye and Communication and Media Careers".

-Films or filmstrips about any of the communication and media careers (see lists on information sheets 1 and 2).

-Occupational information resources such as the Occupational Outlook Handbook, various career briefs and pamphlets.



AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

MP 3226 Photography As An Art (9-12)
MP 1175 Professional Photography
MP 1358 Magic of Communicating
MP 2427 Is a Career in Radio or T.V. For You? (9-12)

Filmstrips:

FSKH The Atelier Mourlot-Lithography
(Famous Artists At Work Series)

COMMUNITY RESOURCES:

KBAK Channel 29 T.V.: David Moore, Operations Manager; 327-7955.

T.V. Production; Bakersfield Adult School: Roger Benischek, director; 324-9847.

KBCC: Bakersfield Community College; 395-4523.

Bakersfield Californian; Clydene Morrison; speaker and small tours available; 1707 Eye Street, Bakersfield; 871-3036.

Alan Ferguson, photographer for The Bakersfield Californian; 323-7631; Home: 325-6067 (Bakersfield).

Joe Henley, Henley's Photography Studio; 324-9484 (Bakersfield).

Mike Dailey; Dailey's Studio & Photo Shop; 725-0248 (Delano).

Bakersfield Californian; 323-7631; Carol Mettler - Advertising artist
Mike Manion - Political cartoonist.

Tom Strelich - Cartooning - 871-4285 (after 5:00 p.m.)

Commercial Art & Signs by Giordano; Mr. Giordano; 322-6307.

Window Painting - Seasonal - Frank Percival; 399-2400.

Brock's Department Store - Field trip for 20 or less to Advertising and Display Departments.

Sally Irwin - Art teacher and artist; 589-0510.

Lusich, Patrick, Henderson, Mueller & Associates; Mr. Mueller; 2323 "F" Street; 324-4791.

COMMUNICATIONS AND MEDIA CAREERS
INSTRUCTIONAL ACTIVITIES

1. Take the pretest to see what you already know about communications and media.

2. People need communication processes to:

   -send information.
   -persuade people.
   -entertain.

   Find out about ways of communicating by choosing <u>one</u> of the following activities:

   -do worksheet #1.
   -do worksheet #2.
   -take "Communications Walk": Take a real or imaginary walk around your house. List all the ways you can find that can communicate ideas or information. Some examples are books, photographs, and records. Then list some jobs that make it possible to communicate in those ways.
   -Make a communications Bulletin Board: Look through magazines and newspapers to find articles and pictures that show ways in which people communicate with each other (ways in which we get across ideas and information). Arrange them on a bulletin board to show Communications and Media Cluster occupations.

3. Communications and Media jobs can be classified under various main headings. Your teacher will list several of these main headings on the chalk board (Journalism, Illustration and Photography, Motion Pictures, Broadcasting, Typography and Printing, Telephone and Telegraph). Make a list of at least five jobs in each classification. You may use the following resources:

   -Information Sheet #1.
   -Information Sheet #2.
   -Library books and encyclopedias.
   -The Occupational Outlook Handbook.
   -The Want Ads and Yellow Pages.
   -"Brainstorming" with a friend.

4. Most communication and media jobs have certain requirements. Choose <u>one</u> job that sounds interesting to you, then find out about that job by doing <u>one</u> of the following activities:

   -Arrange for a visit (Use worksheet #3).
   -Have a telephone interview (use worksheet #4).
   -Look up the information in:
   <u>The Occupational Outlook Handbook</u>, encyclopedias, library books, or other information sources in your library or career center. (Use the Job Investigation Guide, worksheet #5.)

5. Hands-on activities are tasks, that workers might do, which help you "feel" what the work is like. Choose <u>one</u> of the following hands-on activities to do:

Morse Code Operator:	Learn the Morse Code by studying Information Sheet #3. Practice sending a message by tapping it out in any way you devise. Give a demonstration to your class.
Television Technician:	Study the television hand cues on Information Sheet #4. Either plan a television program simulation with a friend, or give a demonstration to your class.

News Broadcaster:	Write a news broadcast using the newspaper to find information. Then tape record your broadcasts.
Cartoonist:	Make some drawings of cartoon characters, as if you were preparing a "working draft" for illustrating a magazine; or write and illustrate a cartoon column.
Writer:	Write a short story.
Advertising Worker:	Write an article to advertise something for sale.
Sign Painter:	Make some signs for a school project.

Movie Producer, Director, Etc.:	With some friends, produce a "home" movie. Plan, write, collect props, hold rehearsals, and shoot the movie.
Reporter:	Write a news report about some current event.
Newspaper Work:	With your class or some friends, plan and develop a class newspaper.
Sign Maker:	Find Information Sheet #5 in the file. Follow the instructions to design your own sign.

6. Take the post-test to see what you have learned in this unit.

COMMUNICATIONS AND MEDIA

Work Sheet #1

How To....Communicate?

A. For each situation listed below, write one or more ways in which the information or idea could be communicated to others. As an example, the first one is done for you.

1. An earthquake in Mexico caused much damage to several cities.

   television, radio, newspapers

2. A baseball player has broken the home-run record.

   _____

3. A political candidate wants you to vote for him.

   _____

4. A company wants to advertise its product.

   _____

5. A novelist has a good idea for a fiction story.

   _____

6. Your sister is getting married.

   _____

7. You have some good news to tell a friend who lives in another city.

   _____

8. An artist has a good idea for a cartoon.

   _____

9. Your grandmother lives far away, and you want to tell her what you have been doing recently.

   _____

10. You need to send a message to someone who is on a ship cruise.

    _____

11. You need some advice about a dating problem.

    _____

Work Sheet #1 (con't)

B. For each method of communication which you just listed, there is at least one "communications and media cluster" occupation. List as many as you can. One example is done for you:

METHOD OF COMMUNICATING	OCCUPATIONS
newspapers	reporters, editors, printers

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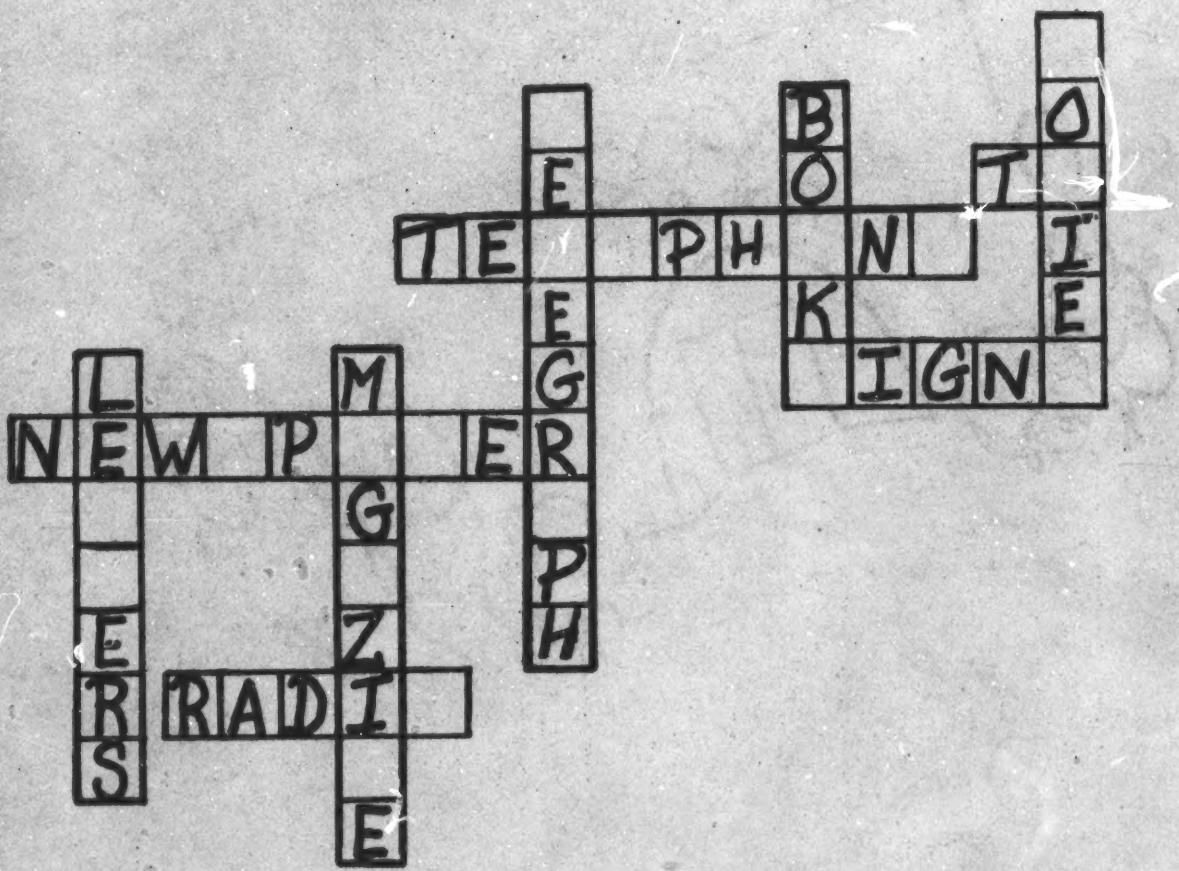
COMMUNICATIONS AND MEDIA

Work Sheet #2

How Can We Communicate?

A. Complete this crossword puzzle to find ten different methods for communicating ideas and information. (Fill in each square)



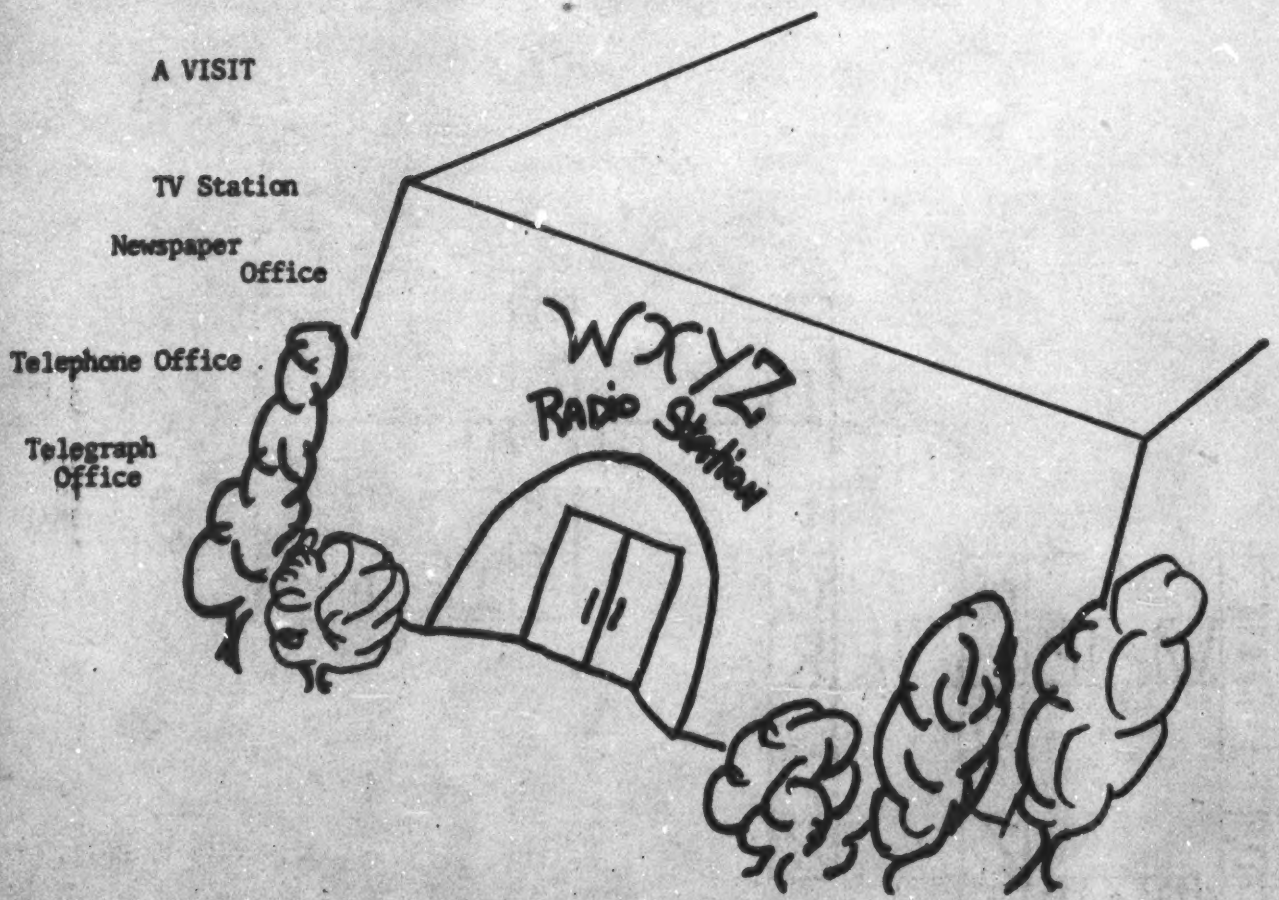
B. What is at least one job that goes with each of the ten methods of communication?

C. Are any of these jobs found in or near your community?

COMMUNICATIONS AND MEDIA

Work Sheet #3

A VISIT



You Need:

1. Paper.
2. Pencil.
3. A facility for some kind of communication.

Choose a facility for communication in or near your community. Make a visit.

Check out and record:

1. The kind of activity you observed.
2. What employees work there.
3. The kind of work done by the employees.
4. What education or training the employees need.
5. What skills and abilities the employees need.
6. What other qualifications and interests the employees should have.

COMMUNICATION AND MEDIA

Work Sheet #4

BE BOLD - INTERVIEW

You need:

1. A partner, if you wish.
2. Telephone book.
3. Person to interview.
4. Paper.
5. Pencil.

Most people enjoy talking about themselves. Choose a person that is in a position with a communications or media agency. Examples: a newspaper editor or reporter, a radio or TV station manager or broadcaster, or a telephone company operator. Plan a telephone interview. When you make your phone call say: "I am _____ and I am doing a report on communication and media occupations for my class. I would like to ask you a few questions."

Questions you can ask:

1. What type of education and/or training is required for the job?
2. What skills and/or abilities are needed for the job?
3. Are there any other requirements for this job?
4. What are the duties and responsibilities of the job and what kind of work do you do?
5. What hours and days do you work?
6. How much vacation time do you have?
7. What do you enjoy most about your job?

Be sure to thank the person for taking time to talk with you.

Work Sheet #5

Job Investigation

Title of Occupation: _____

What kind of work is done?

What training and/or education is needed?

What abilities are needed?

Are there any physical qualifications?

What interests are helpful?

What personal characteristics are desireable?

Are there any other requirements?

What are the working conditions?

What are the benefits (pay, satisfaction, vacations, etc.)?

What opportunities are there for advancement?

What is the future outlook for this occupation?

What subjects should I study if I am interested in this career?

COMMUNICATIONS AND MEDIA

Information Sheet #1

Typical careers in Communications and Media include:

Advertising Executive
Commercial Artist
Illustrator
Draftsman
Sign Painter
Printer
Duplicating Machine Operator
Compositor
Press Operator
Plate Maker
Bookbinder
Purchasing Agent
Printer
Typists
Machine Repairmen
Editor
Technical Writer
Free-lance Writer
Reporter
Cartoonist
Deliverymen
Postal Carriers
Salesman
Station Manager
Broadcast Technician
Producer
News Broadcaster
Offset Press operator
Screen Printer
Offset Camera Operator
Linotype Operator
Typographer

Advertising Salesman
Radio-Telegraph Operator
Communications Engineer
Field Engineer
Service Observer
Equipment Installer
Testing and Regulating Technician
Electrician
Cable Repariman
Program Director
Producer
Traffic Manager
Broadcast Technician
News Editor
News Broadcaster
Advertising Sales Executive
Receptionists
System Analyst
Computer Programmer
Computer Operator
Telegraph Operator
Morse Operator
Cable Engineer
Engineer, Communication
Service Representative
Local Operator
Long Distance Operator
Cameraman
Director
Script Writer
Production Manager
Announcer
Audio Engineer

COMMUNICATION AND MEDIA

Information Sheet #2

Job Families in the Communication and Media Cluster

A. JOURNALISM

1. Reporters

a. General Assignments - Collects and analyzes facts about newsworthy events by interview, investigation, or observation, and writes stories to prescribed editorial techniques and formats.

b. Foreign Correspondent - Reports stories, articles, and news items by mail, telephone, radio, or telegraph from locations distant from publication.

c. Feature Reporter - Writes stories of humorous, interpretative, narrative, or otherwise subjective character, usually with emphasis placed on writing style and personal viewpoint of the reporter.

d. Rewrite Man - Writes news copy for publications from written or telephone notes supplied by reporters.

e. News Specialist, Syndicate - Writes syndicated news articles for newspaper publications.

2. Copy and Proof Readers

a. Copy Reader - Edits and corrects newspaper or magazine copy. Writes headlines preparatory to printing.

b. Braille Proofreader - Compares proof copy of Braille transcription with original copy. Requires thorough knowledge of Braille.

c. Proofreader - Reads proof of type setup to detect and mark for correction of any grammatical, typographical, or compositional errors.

3. Columnists and Critics

a. Columnist - Writes feature column, appearing periodically in newspaper or magazine, based on personal observations and experience with subject matter. May specialize in areas such as sports, fashions, politics, society.

b. Editorial Writer - Writes comments on topics of current interest to stimulate or mold public opinion in accordance with viewpoints and policies of publication.

c. Critic - Writes critical reviews of literary or artistic works for newspapers or periodicals. May specialize in areas such as drama, movies, music.

4. Manuscript Analysts

   a. Book Critic - Reads and evaluates book manuscripts to determine suitability for publication, and reader appeal.

   b. Reader, First - Reads submitted magazine manuscripts to select those suited for publication on basis of literary merit and probable reader interest.

5. Specialized Personnel

   a. Crossword Puzzle Maker - Devises and creates crossword puzzles for publication.

   b. Librarian - Keeps file on news items, microfilm, and other material for use by editorial and reportorial staff.

   c. Translator, Braille - Transcribes reading matter into Braille on special paper, using a Braille code form and hand stylus or Braille typewriter to impress in the paper the Braille characters.

6. Editors

   a. Editor, Managing, Newspaper - Negotiates with newspaper owner's representative to establish publication policies, and directs editorial activities of newspaper departments.

   b. Editor, Department - Coordinates activities of publication's news or feature departments and supervises reporters engaged in gathering writing, and publishing one specific type of news.

   c. Editor, Trade or Technical Publication - Selects, writes, and reviews materials for publication, plans layout, supervises editorial staff of publication of a trade or technical nature.

   d. Editor, Book - Interviews authors, suggests changes in book manuscripts, and negotiates with authors regarding details of publication.

   e. Editor, Magazine - Formulates editorial policy of periodical and directs activities of editorial personnel in conformity with interests and tastes of readership.

   f. Editor, Greeting Card - Originates, selects, edits, verses, and develops ideas for greeting cards.

B. ILLUSTRATION AND PHOTOGRAPHY

1. Illustrator - Draws and paints illustrations for advertisements, books, magazines, posters, billboards, and catalogs. Studies design layout or proposed sketch, and selects technique, such as

pen and ink, watercolor, pastels, acrylics, graphics, pencil, scratchboard, tempera, or oils, best suited to produce desired visual effect and to conform with printing method specified. Executes design, using selected technique and rendering details from memory, live models, manufactured products, or reference materials. May be designated according to specialization such as Advertising Illustrator, Book Illustrator, Poster Artist, Graphic Artist.

2. Cover Design Artist - Designs and renders cover illustrations for publications such as magazines, books, and phonograph record albums and based on ideas suggested by art departments. Designs lettering for title copy. May be designated according to specialization such as Book-Jacket Designer, Phonograph Album Designer.

3. Commercial Photographer - Still cameraman. Photographs persons, motion-picture sets, merchandise, exteriors and interiors, machinery, and fashions to be used in advertising and selling. Arranges equipment and setting. Develops film, enlarges, reduced, and intensified prints. May take portraits.

4. News Photographer - Photographs news events or people for use in illustrating news stories and articles. Travels to assignment location to take pictures and returns to newspaper office to develop prints. Frequently specializes in one branch of work, such as news, sports, special features, portriats.

5. Scientific Photographer - Photographs plant and animal tissues and microscopic specimens of food, oil, metal, and other products and develops negatives to provide pictures illustrating industrial and scientific processes and phenomena. May act as consultant to organizations in such fields as aerodynamics, ballistics, engineering, and metallurgy. May specialize in a field such as biology and photograph medical, biological, and allied phenomena to provide illustrations for scientific publications, records, research, and teaching activities. Makes still and motion picture reproductions of patients, anatomical structures, microscopic specimens, tissue, and pathological processes. Makes copies of x-rays and similar materials, utilizing photographic techniques, such as time-lapse and ultra speed pictures, and ultraviolet or infrared light. Engages in research activities.

6. Aerial Photographer and Interpreter - Takes and analyzes aerial photographs for military, industrial, or topographical data.

7. Identification Bureau Photographer - May be designated Police Photographer. Photographs persons suspected or convicted of crimes for identification purposes. Photographs scenes of crimes to prepare photographic records of perishable evidence for prosecuting case. May develop, print, and enlarge negatives.

C. MOTION PICTURES

1. Produces and Directs

a. Producer - Coordinates writers, directors, and editors. Establishes budget and engages key actors and production staff members.

b. Director - Directs cast and crew members during rehearsals and filming. Distributes parts, explaines desired interpretations, gives critiques, and suggests changes.

c. Director, Research - Researches and then advises director concerning historical details of subject to be filmed.

d. Director, Art - Directs and coordinates motion picture art work production concerned with set design, scenic effects, and costumes.

e. Director, Music - Supervises personnel in studio music department and conducts studio orchestra.

f. Director, Casting - Auditions and interviews performers for specific parts. Submits report to director for final selection.

g. Director, Cast - Advises cast when to appear for filming of scenes. May act as a dialogue coach.

h. Director, Location - Seeks out, then arranges for leasing of suitable property for use as a location site.

2. Writing Personnel

a. Editor, Scenerio - Supervises scenario and continuity writers engaged in writing stories, screen adaptions and screen continuity.

b. Scenario Writer - Writes stories, adaptions or scenarios.

c. Continuity Writer - Writes sequence of scenes in photoplays, arranging scenes to provide action continuity to series of events being protrayed.

d. Gag Writer - Writes humorous dialogue, jokes.

e. Title Writer - Writes captions, titles, and narrative after film is completed.

f. Reader - Reads novels, stories, plays, and prepares synopsis for editorial department or producer.

g. Continuity Clerk - Prepares type-written descriptive record of scenes, including dialogue and details such as wardrobe, hairdress, or scene entrances and exits of actors to aid in editing.

h. Script Clerk - Keeps records of data relative to filming scenes and performs secretarial duties for director.

3. Camera, Lighting, and Sound Personnel

   a. Camera Clerk - Receives, stores, and issues camera equipment.

   b. Cameraman, Animation - Operates special cameras to make animated cartoons.

   c. Cameraman, First and Second - Directs camera work, informs electrician of lighting needs, determines type of equipment needed, sets up cameras, focuses, and operates power-driven camera to follow action.

   d. Cameraman, Special Effects - Photographs still and action scenes on minature sets. When developed and incorporated in sequence, these create realistic images of action supposedly occurring.

   e. Cameraman, Title - Photographs title cards bearing foreign-language titles and written dialogue on film for export.

   f. Microphone Boom Operator - Moves boom according to script and position of performers.

   g. Motion Picture Narrator - Makes explanatory comments to accompany action of motion picture.

   h. Operator, Lights - Positions and operates overhead and floor lights during filming.

   i. Play Back Man - Operates recording machine to reporduce master recordings of music, dialogue, or sound effects.

   j. Recordist - Controls recording equipment of sound that originates on set.

   k. Re-recording Mixer - Operates console to synchronize pre-recorded dialogue, music, and sound effects with film action.

   l. Sound Cutter - Edits and synchronizes music, dialogue, and sound effects on film into single-sound print.

   m. Sound Mixer - Operates console to regulate volume level and quality of sound during filming.

   n. Transmission Man - Establishes and maintaines electric circuits necessary for transmission, recording, and reproduction of sound on set.

4. Film Processors, Editors, Projectionists

   a. Bench Examiner - Hand rewinds, film, brushes solution on film to strengthen splices and eliminate foreign noise.

   b. Chemical Mixer - Mixes chemicals and liquids to prepare solution for processing exposed film.

c. Editor, Film - Edits film and sound tracks according to scenario and director's requirments.

d. Film Inspector - Inspects film prints for defects prior to shipment.

e. Film Numberer - Tends film numbering machine that prints footage of rolls of negative film on edge of film to facilitate further processing.

f. Film Printer - Operates film printing machine whereby image on negative motion picture film is printed on positive film.

g. Film Splicer - Splices ends of film together to make a continuous reel.

h. Film Viewer - Compares positive films with reference prints to detect irregularities in detail and color.

i. Motion Picture Projectionist - Sets up and operates projector and sound reporducing equipment.

j. Negative Cutter - Cuts and assembles negative film.

k. Photographic Sensitometrist - Determines characteristics of photographic emulsions in order to achieve desired results in processed film and prints.

D. BROADCASTING

1. Broadcast Preparation Personnel

a. Copyright Expert - Examines script of radio and television musical programs to be broadcast to ascertain that permission has been secured for use of copyrighted materials.

b. Director, Music, International Broadcast - Supervises personnel in studio music department and plans musical programs for broadcast to foreign countries, using knowledge of foreign languages and tastes of listeners to create programs of appeal.

c. Director, Program 1 - Plans programming for radio or television stations or network. Determines type, length, and time of each program, including commercial announcements and newscasts as well as entertainment.

d. Director, Program 11 - Directs cast in rehearsals and broadcasts of radio program.

e. Director, Public Service - Plans, schedules, and coordinates broadcasting of public service radio or television programs in various fields such as education, religion, civic, and government affairs.

f. Editor, Continuity and Script - Supervises writers preparing programs continuity and scripts for broadcasting, and edits materials to insure conformance with company policy, laws, and regulations.

g. Editor, News - Supervises correspondents, edits and rewrites news items.

h. Manager, Copyright - Coordinates activities of personnel engaged in examining copyrights of musical and literary materials used for radio and television programs.

i. Manager, Sound Effects - Supervises and coordinates preparation and production of sound effects.

j. Producer I - Plans and coordinates various aspects of radio and television programs, namely script preparation, procurement of scenery, props, costumes, coordination of audio, video, music, and timing.

k. Production Man - Aids in staging rehearsals and presenting television programs. Oversees distribution of studio facilities according to stage floor plan.

l. Script Reader - Reads scripts of radio and television programs to detect and recommend delection of vulgar, immoral, libelous, or misleading statements.

m. Script Writer - Originates theme and dialogue for sketches and plays for radio and television programs.

n. Sound Effects Man - Produces sounds by artificial means which, when transmitted and synchronized with program being presented, convey to listener an aural impression of action being broadcast.

o. Supervising Film Editor - Supervises and coordinates editing and assembly of filmed scenes.

p. Television Film Field Coordinator - Plans, directs, and edits photography taken outside studio for television film shows.

2. Broadcast Presentation Personnel

a. Announcer - Introduces programs, identifies stations, interviews guests, describes public events.

b. Broadcast Checker - Monitors radio and television programs to detect contractual violations.

c. Cameraman - Operates television camera to photograph scenes for broadcast.

d. Continuity Writer - Creates and prepares material that is read by announcer to introduce and connect various parts of a program.

c. Control Room Man - Controls panel board to route radio programs originating in studios of network central stations and at various pick-up points, through switch-back desk and over transmission line.

f. Control Room Technician - Controls and maintains control room equipment in television broadcasting studio.

g. Control Supervisor - Coordinates activities of control room personnel in transmitting radio and television broadcasting according to program schedule.

h. Director, Sports - Coordinates activities of radio or television sports department and participates in sports program broadcast.

i. Director, Technical - Coordinates activities of radio or television studio and control room personnel to insure technical quality of pictures and sound for programs originating in studio or from remote pick-up points.

j. Light Technician - Positions and operates lighting equipment for television broadcasts.

k. Master Control Engineer - Controls equipment to route television programs to transmitter and network lines for local broadcast and distribution to affiliated stations as indicated by daily program schedules.

m. Microphone Operator - Positions microphones and controls audio portions of radio and television broadcasts to maintain quality and volume of sound.

n. News Analyst, Broadcast - Analyzes, interprets, and broadcasts news received from various sources.

o. Telecine Operator - Controls equipment, such as playback units and film projectors in television studio, synchronizing equipment with program content and activities of other technical personnel.

p. Teleprompter Operator - Types program copy for use in teleprompter and operates teleprompter during rehearsal and broadcast.

q. Video Recording Engineer - Controls equipment to photograph television images from video screen, record sound of broadcast, and develop and edit film for rebroadcast.

r. Radio Engineer - Operates and maintains station audio and video transmission equipment in compliance with federal regulations.

s. Transmission Engineer - Maintains technical standards of broadcasting equipment by conducting tests, planning maintenance, and testing new or modified equipment and techniques.

3. Administration and Sales Personnel

a. Director, Operations - Coordinates activities of various radio and television broadcasting departments with respect to policy decisions, budget, and personnel.

b. Director, Operations, Broadcast - Coordinates preparation of network program schedules.

c. Manager, Station - Manages a radio or television station. Supervises sales, programs, engineering, and personnel.

d. Manager, Traffic - Arranges for leasing of wire facilities to transmit radio and television programs to individual stations of a network.

e. Television Schedule Coordination - Prepares daily operation schedules and advance program log for newspaper, magazines, and traffic department.

E. TYPOGRAPHY AND PRINTING

1. Composing Room Occupations

a. Hand Compositors - Set type which requires fine composition by hand.

b. Linotype Machine Operators - Read copy and casts lines of type by operating a keyboard machine.

c. Monotype Keyboard Operators - Operate a keyboard machine which produces a perforated paper tape which is later fed into the casting machine.

d. Monotype Caster Operators - Operate the casting machines which automatically cast and assemble the type.

e. Phototypesetting Machine Operators - Set type on a machine which uses a photographic process to get a film or photographic paper print of the type.

f. Photoengravers - Make metal printing plates of illustrations and other copy that cannot be set up in type.

2. Lithographic Occupations

a. Cameraman - Starts the process of making a lithographic plate by photographing the copy.

b. Lithographic Artist - Makes corrections by sharpening or reshaping images on the negatives.

c. Liehographic Pressman - Makes ready and tends the lithographic printing presses.

d. Platemakes - Exposes a sensitized plate to a strong arc light causing exposure and then developed to bring out the image.

e. Stripper - Makes layouts on paper, glass, or film.

F. LIBRARY AND INFORMATION SCIENCE

1. Librarians

a. Acquisition Librarians - Purchase books and other library materials recommended by staff members.

b. Adult Services Librarians - May select materials for and advise mature readers.

c. Catalogers - Classify books under various subjects and otherwise describe them so they may be located through catalogs on cards or in other forms.

d. College and University Librarians - Work with students, faculty members, and research workers, in general reference work or in a particular field of interest.

e. Children's Librarians - Plan and direct special programs for young people.

f. Public Librarians - Serve all kinds of readers--children, students, teachers, research workers, and others.

g. Reference Librarians - Aid readers in their search for information--answering specific questions or suggestion sources of information.

h. School Librarians - Instruct students in the use of the library and visit classrooms to familiarize students with library materials relating to the subjects being taught.

G. TELEPHONE AND TELEGRAPH

1. Administrators, Specialized

a. Manager, Customer Service - Directs activities concerned with investigation and processing of claims for property damage or financial loss sustained as result of alleged telegraph service negligence.

b. Public Program Supervisor - Promotes goodwill and interest in telephone services. Organizes programs and designs visual aids.

c. Regulatory Administrator - Directs activities concerned with investigating complaints from telephone subscribers and Public Utility Commission.

2. Managers and Supervisors

a. Building Supplies and Motor Vehicle Supervisor - Manages acquisition, construction, and maintenance of telephone real properties, vehicles, supplies.

b. Manager, Telegraph Office - Manages the personnel and supervises activities of the local office.

c. Manages, Traffic I - Directs message traffic operations in central telegraph office.

d. Manager, Traffic II - Directs customer services of telephone traffic departments.

e. Operations Manager - Directs activities of main and branch offices of telegraph communications systems.

f. Superintendent, Communications - Directs construction, operation, and maintenance of telephone and telegraph communications systems.

g. Superintendent, Station - Directs submarine cable station personnel and activities.

h. Testing and Regulating Chief - Directs testing and regulating department activities of telegraph office.

i. Traffic Chief, Radio Communications - Directs transmission of international radiograms over long-distance radio circuits.

3. Miscellaneous Technicians and Managers

a. Photoradio Operator - Operates telegraph equipment to send and receive radio photographs.

b. Radiotelegraph Operator - Operates and maintains radiotelegraph transmitters and receivers.

c. Radiotelephone Operator - Operates and maintains radiotelephone transmitters and receivers.

d. Right of Way Supervisor - Coordinates activities of right-of-way agents and contacts property owners and public officials to obtain permits and easements or to purchase right-of-way for lines.

4. Clerical and Sales Personnel

   a. Multiplex Machine Operator - Sends and receives messages via telegraphic typewriters.

   b. Central Office Operator - Operates telephone switchboard to establish or assist customers in establishing local or long distance telephone communications.

   c. Information Operator - Provides telephone information from central office switchboard.

   d. Morse Operator - Sends and receives messages in Morse code using manual or semi-automatic key.

   e. Service Observer - Observes operator's and clerical personnel's demeanor, techniques, and observance of company policies.

   f. Switching Clerk - Tends switching equipment through which telegraph messages are received at the central office and then are routed to their destinations.

   g. Telefax Clerk - Operates telegraphic facsimile machine to send and receive messages.

5. Electrical Assembling, Installing, Repairing Personnel

   a. Line Inspector - Inspects lines and cables to determine needs to maintain communication efficiency.

   b. Lineman - Installs and repairs telephone and telegraph lines, both above and under ground.

   c. Telephone Inspector - Insepcts plant equipment, poles, wires to see if installed properly.

   d. Test Deskman - Locates malfunctions in lines using switchboard composed of electrical testing apparatus.

   e. Transmission Man - Tests phone equipment in office that services lines between communities and connects broadcasts into phone circuits.

6. Production and Distribution Personnel

   a. Assignment Clerk - Assigns line, cable, and central office facilities used in providing and maintaining telephone and telegraph services.

   b. Dispatcher - Estimates and re-routes telegraph cable circuits to insure flow of messages.

   c. Pole Frames - Prepares telephone and telegraph poles for erection.

   d. Tree Trimmer - Trims trees to clear communication lines right-of-way.

Information Sheet #3

International MORSE CODE

Learn this code and practice tapping out a message. Then demonstrate to your class.

A	•–	N	–•
B	–•••	O	–––
C	–•–•	P	•––•
D	–••	Q	––•–
E	•	R	•–•
F	••–•	S	•••
G	––•	T	–
H	••••	U	••–
I	••	V	•••–
J	•–––	W	•––
K	–•–	X	–••–
L	•–••	Y	–•––
M	––	Z	––••

COMMUNICATIONS AND MEDIA

Information Sheet #4

TELEVISION HAND CUES

Study these TV hand cues and then give a demonstration to your class.

HAND CUES

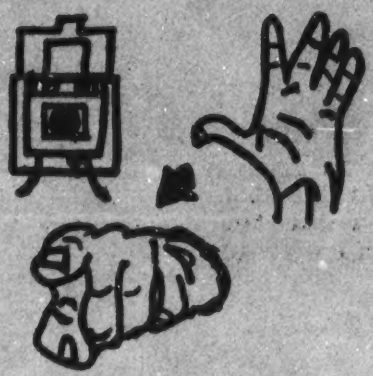
STAND BY-

hold out an open hand with slight side-to-side motion away from body

STAND-BY

ON THE AIR -

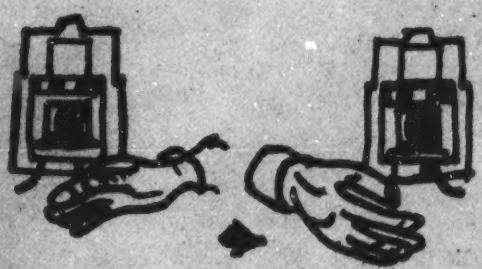
bring hand forward in a sweeping motion from stand-by position to a direct point at talent



STAND-BY "YOU'RE ON"

WAVE -

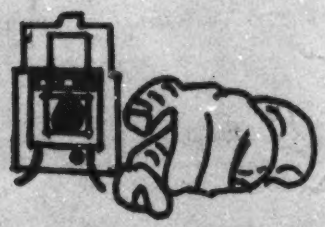
move arm in a broad sweep from stand-by position on 1st camera to stand-by position on 2nd camera (tells talent of camera angle change on him)



TELEVISION HAND CUES

RAP or SPEED-UP -

make circular motion with hand, forefinger pointed at talent (faster motion denotes urgency)



RAP
or
SPEED-UP

GET OUT -

wave to talent in good-bye fashion (tells talent to make a smoother but immediate close)

GET OUT
or
GOOD-BYE

CUT -

motion as if cutting your throat (tells talent to stop)

CUT

STRETCH or SLOW DOWN -

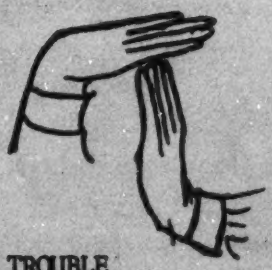
use both hands in motion like pulling taffy

STRETCH or
SLOW DOWN

TELEVISION CUES

TROUBLE

form a capital "T" with both hands held open



TROUBLE

10 MIN. - 1 MIN.

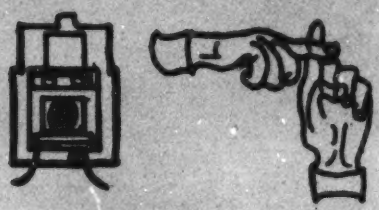
hold up as many fingers as number of minutes

1 MIN. 6 MIN.

METHOD FOR 1-10 MIN.

1/2 MIN. -

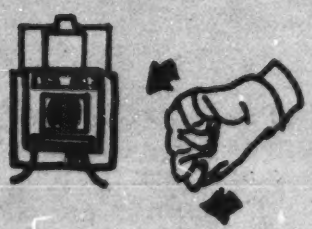
cross the forefingers of both hands



1/2 MIN.

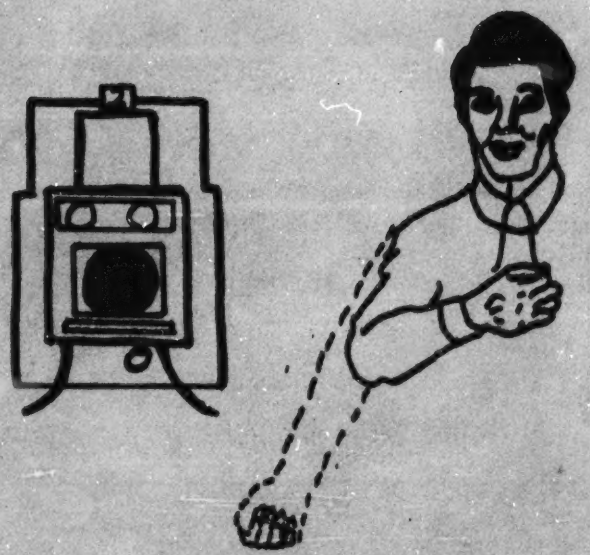
15 SEC.

shaking and twisting a fist at talent



15 SEC.

TELEVISION HAND CUES



MIKE -

pound fist on chest where lavalier mic would hang (denotes audio problem, asks talent to be careful of his mic)

Throughout production the FM is also responsible for filling in where ever immediate help is needed on the floor. (pulling cable, moving props, etc.) If a special stage crew is assigned for moving props during production, the FM is also responsible for cueing them.

When a production is completed the FM acts as both overseer and participant in the striking of the set. No one's job is done until everything is put away. The FM should know the responsibilities of the other crew positions and insure that the studio is cleared and prepared for the next production.

COMMUNICATIONS AND MEDIA
Information Sheet #5

ONE PICTURE...

is worth a thousand words. Because we live in a society in which people speak many languages, and because pictures carry a message to everyone, many signs are now printed with a universal symbol code. Look at the examples of signs which are included with this unit. DESIGN a symbol which could be used on a sign. It should have a clear meaning and be easy to reproduce.